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ABSTRACT

As part of an effort to chart the path of vocational education in Colorado, the Colorado Vocational Association (CVA) assembled 55 vocational educators, administrators, and business and industry leaders to review the status of vocational education in the state and develop a series of statements to establish standards and provide direction for the future. This report presents the resulting statements. Introductory material underscores the importance of vocational education to Colorado, describes the CVA's "Think Tank" approach, and explains the purposes of the report. Subsequent sections of the report cover: (1) the mission of vocational education, including statements on the role and responsibilities of certain key groups and agencies; (2) the governance and funding of vocational education, including statements stressing the role of the State Board of Community Colleges and Occupational Education (SBCCOE) in program regulation, policy formation, and statewide planning; (3) new and advancing technology, including statements related to business/industry and educational linkages, curriculum development, and worker retraining; (4) public relations for vocational education, including statements on the actions that should be taken by the SBCCOE and local advisory committees and councils to inform the public about vocational education; (5) vocational student recruitment and selection, including statements related to high school graduation requirements; (6) evaluation of vocational education, including suggested modifications of the SBCCOE's evaluation processes and procedures; (7) vocational teacher preparation, including statements on teacher training and qualifications; and (8) articulation and student transfer, including suggestions to make the process of transfer at the same level and between educational levels easier and less frustrating. A list of participants in the CVA "Think Tank" concludes the report. (EJV)

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COLORADO VOCATIONAL ASSOCIATION

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COLORADO VOCATIONAL ASSOCIATION

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Dear Vocational Educators and Policy Makers:

Educators, government officials, legislators and the lay public have long supported the thesis that vocational education must be an integral component of the public education system. One of the early indications of this thesis is the federal Smith-Hughes Act, passed in 1917, which established vocational education in the public educational system.

Over the years, the importance of vocational education has been reaffirmed many times. The "Seven Cardinal Principles of Education," several reports from the Educational Policies Commission and the "Ten Imperative Needs of Youth" published by the National Association of Secondary Principals all have emphasized that high school graduates have a need to develop salable skills which will make them intelligent and productive members of the work force.

The present importance of vocational education was indicated by President Ronald Reagan in 1983 when he stated, "Our vocational classrooms are just as important as any other classrooms."

The Colorado Vocational Association, the professional organization for vocational educators in this state, recognizes its reponsibility to give guidance and direction to the continued development of excellence in vocational education. In so doing, the Association conducted a "Think Tank" to ascertain the thinking of teachers, administrators and business and industry leaders regarding the standards necessary to insure that excellence will continue to be delivered in vocational programs in Colorado.

This publication contains statements which may assist those with responsibility for planning and conducting vocational programs in Colorado. The Colorado Vocational Association encourages all persons and agencies associated with vocational education to familiarize themselves with these statements and to incorporate their intent into the vocational education delivery system, legislation and in the development of educational policy.

Sincerely,

Ronald L. Preston

Ronald L. Preston
President

INTRODUCTION

Vocational education has been and must continue to be an important component of the public education system of Colorado and of the nation. Research demonstrates that vocational education makes the total educational program relevant and is a positive deterrent to ever increasing numbers of dropouts from the public education system. Vocational education is the most relevant educational program for approximately 80 percent of all youth enrolled in public schools who will never graduate from a college or university. High quality vocational education training programs are imperative in order to provide the vital human resource to meet the needs of business and industry and to enable our nation to secure or maintain a competitive edge in the world's industrial marketplace.

The public has recently demonstrated an increasing desire to improve the public education system and has indicated that it is probably willing to provide increased resources in order to bring about improvements in the system. However, to this point in time, the improvements proposed have dealt almost entirely on expansion and upgrading of academic education. Little has been suggested about the improvements which are needed so that meaningful and relevant education will be provided for all young people, including those who have no desire or need to pursue a baccalaureate degree as well as those who do. Suggestions for improvements to the educational system have tended to disregard the vast amount of previous study and publications which has demonstrated the need for all students to acquire salable skills through training received in vocational education. As a result of this situation, some are now asking the question, "Will Colorado and this nation revert to a philosophy that we must educate only a few, or will we proceed on the premise that all people must have access to, benefit from, and be served by the public education system?"

While the vocational education component of the public education system in Colorado and the nation has enjoyed a very successful history, the component is not without problems and can and must be improved. If, in an attempt to create excellence in academic instruction, academic requirements for high school graduation are broadly expanded, fewer and fewer vocational courses, which are electives, will be available. Even the current number of students concentrating on vocational education will decline. If Colorado and the nation are to prepare the necessary number of workers to be employed in the 65 percent of the new and replacement jobs that require vocational training, a larger percentage of students must have the opportunity to enroll in and complete vocational education training programs. To meet this challenge, Colorado and the nation must maintain a vocational education component of the public education system which will fulfill the needs of all students who neither desire nor need to pursue a baccalaureate degree.

The Colorado Vocational Association, the professional organization for vocational personnel in Colorado, readily accepts its leadership role to provide guidance and direction aimed at improving, promoting and expanding vocational education in Colorado. In performing this role and to chart a path for vocational education in Colorado, the Colorado Vocational Association assembled 55 people on September 15 and 16 in Dillon, Colorado. These 55 people, composed of vocational teachers, public school administrators and business and industry leaders, spent two days in concentrated deliberation reviewing the status of vocational education in Colorado and in developing statements which, if accepted and implemented by appropriate individuals, agencies and groups, will guide the future directions for vocational education in Colorado. These statements are presented for consideration by all interested individuals, policy makers and groups. The Colorado Vocational Association and its members stand ready and willing to assist in the implementation of any actions or policy supporting the intent of any or all of these statements.

"THE SOCIETY WHICH SCORNS EXCELLENCE
IN PLUMBING BECAUSE PLUMBING
IS A HUMBLE ACTIVITY, AND TOLERATES
SHODDINESS IN PHILOSOPHY BECAUSE IT IS
AN EXALTED ACTIVITY WILL HAVE NEITHER
GOOD PLUMBING NOR GOOD PHILOSOPHY.
NEITHER ITS PIPES NOR ITS THEORIES
WILL HOLD WATER."

Gardner, John W.
No Easy Victories
Harper & Row Publishers, Inc.
New York, NY, 1968, p. 66

MISSION OF VOCATIONAL EDUCATION

The definition of the mission of vocational education is essential to subsequent endeavors to develop and refine goals and objectives which will improve, promote, and expand vocational education. The mission and the agreement on the role and responsibility of certain key groups and agencies will certainly provide guidance and direction on how to achieve increased excellence in the vocational education programs offered to the public in Colorado.

The groups and agencies identified in this section may wish to use these statements as a basis for broad general policies which could modify and refine the framework for the delivery of high quality vocational education in Colorado.

- Vocational education is defined as being any training or retraining which is conducted as part of a program to fit persons for gainful employment in occupations requiring less than a baccalaureate degree.

- In conducting programs which meet the definition, educational institutions should provide instruction in:
  a. specific technical skills
  b. general employability skills
  c. living skills
  d. leadership and citizenship skills
  e. work habits and attitudes
  f. career awareness and exploration

- Vocational education programs should serve the selected group of individuals who need it, want it and are able to profit by it which will include but not be limited to:
  a. secondary students
  b. postsecondary students
  c. adult students
  d. students with special needs
  e. displaced employees
  f. persons in the current work force

- Business and industry has a responsibility to assist in conducting vocational education programs through such activities as:
  a. providing training stations
  b. providing instructional resource persons
  c. providing facilities and equipment
  d. providing upgrading opportunities for vocational teachers
  e. providing field trip opportunities

- Business and industry personnel have a responsibility to serve on vocational education advisory committees and councils in order to:
  a. assist in developing curriculum
  b. provide feedback on program effectiveness
  c. engage in public relations activities
  d. exert legislative influences
  e. assist in evaluation activities

- Governing boards of educational institutions and the administrative personnel have a responsibility to assist in conducting vocational education programs by:
  a. hiring competent vocational personnel
  b. providing for staff growth and development
  c. ensuring that program standards are met
  d. demanding quality in vocational programs
  e. providing moral and financial support
  f. providing public information about programs
  g. providing adequate feedback to all concerned
  h. being accountable to the taxpayers and the business and industry community

- Advisory committees and councils, while not policy-making bodies, have a responsibility to provide advice in conducting vocational education programs by:
  a. assisting in curriculum development
  b. conducting program evaluations
  c. securing tools and equipment
  d. providing continuity where there is a change in teachers
  e. assisting in teacher recruitment and selection
  f. securing legislative support
  g. serving as liaison with boards of education

- The State Board for Community Colleges and Occupational Education and its staff have a responsibility to assist in conducting vocational education programs by:
  a. establishing and enforcing program standards
  b. providing a funding process
  c. eliminating funding to programs not meeting standards
  d. supervising and regulating programs by making regular evaluation visits
  e. recruiting teachers
  f. supporting a teacher education program
  g. securing legislative support
  h. working to improve teaching conditions and salaries
  i. cooperating with business and industry
  j. cooperating with the Colorado State Advisory Council for Vocational Education

- Teacher education institutions have a responsibility to assist in conducting vocational education programs by:
  a. providing an adequate supply of qualified vocational teachers and administrators
  b. assisting in the development and updating of credentialing standards
  c. providing in-service activities where and when they will be most beneficial
  d. conducting classes for nonvocational teachers, administrators and guidance personnel
  e. working with business and industry to develop teacher-industry exchange programs
  f. making all classes relevant
  g. instilling pride in the profession of teaching

- The Colorado Vocational Association has a responsibility to assist in conducting vocational education programs by:
  a. assisting in providing in-service activities for teacher growth and development
  b. providing articulation between the vocational service areas
  c. engaging in a comprehensive public relations program
  d. improving the image of vocational education
  e. improving the self-esteem of vocational teachers
  f. serving as a single unit to strengthen the voice of vocational education
  g. influencing the legislature and other groups and agencies

GOVERNANCE AND FUNDING OF VOCATIONAL EDUCATION

There shall be a single plan for vocational education in Colorado. One agency shall be responsible for the receipt and disbursement of state and federal funds and for administering all parts of the Colorado State Plan for Vocational Education. The same state agency shall be responsible for allocating funds for conducting vocational education research, developmental projects, demonstration programs and exemplary projects.

All levels of government (national, state and local) shall cooperate in financing vocational education in Colorado. Federal vocational education funds shall be used to supplement state and local funds in such areas as administration, personnel development, teacher education, special training needs, equipment acquisition and replacement, and research and curriculum materials development. State and local funds shall be provided for basic vocational education costs and for the maintenance of vocational education programs. The continued disbursement of state and federal vocational funds to local educational agencies shall be based on the ability of the vocational programs to meet specific program standards and to achieve specified, measurable objectives.

The governance and funding policies for vocational education in Colorado should be constantly reviewed and changed as dictated by carefully performed evaluations. The statements in this section may be helpful to those who evaluate vocational education governance and funding and recommend and establish the policies to be followed.

- Vocational education programs should be operated in agreement with program standards which have been developed with input from those affected, reviewed by appropriate advisory groups and communicated widely within the state.

- Program standards should be the basis for regular supervision and regulation of vocational education programs by the staff of the State Board for Community College and Occupational Education after written indication that the local administration and advisory committees have reviewed compliance with the standards.

- The State Board for Community Colleges and Occupational Education should have a prime concern for developing vocational education policy and ensuring that program standards are met by all vocational programs.

- The State Board for Community Colleges and Occupational Education should oversee the development of a functional state plan for vocational education which will provide guidance and direction for local vocational education programs.

- The State Board for Community Colleges and Occupational Education should have a prime concern for developing community and junior college policy and ensuring that quality standards are being met by all such institutions in the state.

- The State Board for Community Colleges and Occupational Education should oversee the development of a state plan for community and junior colleges which will provide guidance and direction to the local governing boards of such institutions.

- Increased emphasis and resources should be given to the use of exemplary programs in each vocational service area to demonstrate the usefulness of existing program standards and to assist in updating and improving the program standards.

- The state board staff, as it determines staff policy and increases compliance with program standards, should actively involve the following:
  a. vocational teachers
  b. school administrators
  c. local advisory committee members
  d. local advisory council members
  e. members of the Colorado State Advisory Council for Vocational Education

- The Colorado legislature should continue to explore the desirability of developing legislation which will provide incentives to business and industry to contribute resources to educational institutions conducting vocational education programs.

- The Colorado legislature should be encouraged to provide funds earmarked for vocational teacher training for the incorporation and utilization of new technology in all of the vocational service areas.

- The Colorado legislature should be encouraged to provide full funding of the Colorado Vocational Act.

- The Colorado legislature should be encouraged to enact new legislation to provide additional resources for vocational education support services, especially for serving handicapped and special needs students.

- All requests for proposals, as well as the results obtained, should be published and widely disseminated within the state.

- The state board staff should provide training to interested vocational personnel in how to respond to requests for proposals in order to encourage research and development in vocational education.

- The funding process should provide for tracking all funds directly to the local vocational education programs which use them in order to improve planning, program development, evaluation and decision making.

- The funding process should be tied to the meeting of program standards in order to improve efficiency, maximize results and to reallocate funds from those programs not meeting standards to newly developed or expanded programs of vocational education.

- Funding based upon the generation of full-time equivalents should be discontinued and alternative funding patterns such as placement, retention and contact hours should be studied in order to more nearly meet the needs of programs conducted in both rural and urban settings.

- The State Board for Community Colleges and Occupational Education should provide an adequate pay schedule for the state board staff in order to attract top quality vocational education personnel.

- A continuous search for new and additional sources of funding such as business and industry, educational foundations and government surplus equipment should be emphasized by all concerned persons.

- Procedures should be implemented to facilitate the sharing of resources such as teachers, equipment and facilities among educational institutions.

- Financial audits of vocational programs should be used to ensure compliance with fiscal policies.

- The state board staff should conduct an information program to ensure that local administrators and teachers are fully aware of the intent and meaning of all fiscal policies.

- Increased emphasis and resources should be placed on teacher growth and professional development by requiring all vocational personnel to attend the Colorado Vocational Educators' Workshop.

- The number of workshops and other in-service activities at which attendance is required should be increased.

NEW AND ADVANCING TECHNOLOGY

As changes appear in the work place, vocational education must update training tools and equipment, staff development must occur and curriculum and curriculum materials must be developed. It should be remembered that sometimes a lag will be experienced between the emergence of a technology and its implementation into the work place. Vocational education should bring the latest technologies into the classroom and laboratory when it is ascertained that the technology will be used in the work place to a significant degree.

As vocational education, business and industry and advisory committees and councils attempt to cope with new and advancing technology and attempt to meet the employment needs for vocationally trained personnel in Colorado, guidance and direction may be secured from the statements in this section.

- As vocational education responds to the training needs resulting from new and advancing technology, the link between business and industry and vocational education should be expanded to enhance the partnership and improve cooperation and communications.

- Providing the necessary tools, equipment and facilities for vocational education to adequately serve the training needs of modern business and industry is a task which should be shared by educational institutions, the State of Colorado and the business and industry community.

- In providing the necessary tools, equipment and facilities for vocational education to adequately serve the training needs of modern business and industry, unnecessary duplication should be eliminated and the sharing of these resources by educational institutions should be encouraged.

- The process for the development and refinement of curriculum to adequately serve the needs of modern business and industry should be simplified to enable vocational education to keep up with changing technology.

- The curriculum development process should be encouraged to utilize materials developed by other sources, such as the armed forces.

- The curriculum development process should continue to realize that vocational education must emphasize the "hands-on" approach to training people for employment.

- As new and advancing technology results in the displacement of workers, business and industry and vocational education should continue to work as active partners in designing and conducting the necessary upgrading and retraining programs which will enable the displaced workers to remain as contributing members of society.

- The structure for delivering vocational education should recognize that new and advancing technology is occurring throughout the business and industry community and not just in the "high technology industries."

- The projected employment in the "high technology industries" is for a small percentage of the total work force and consequently training for new and advancing technology should continue to be applied mainly through the established vocational service areas.

PUBLIC RELATIONS FOR VOCATIONAL EDUCATION

The need to have an informed public and to promote quality vocational education as an important component of the public education system is essential to accomplishing the mission of vocational education. Vocational education has a long history of working closely with the many publics to keep them informed about the needs of vocational education and the successes of vocational education programs. The public support for vocational education, which comes from being completely informed, is the most powerful tool of all the tools at hand for improving the quality of vocational education programs.

There is an ever increasing need as well as an ever increasing opportunity to do a better job of providing public information about vocational education. Never has the public been more willing to support excellence in vocational education provided the public is aware of such excellence. The statements in this section may be helpful to those at the local and state levels who are engaged in providing vocational education information to the many publics concerned.

- The State Board for Community Colleges and Occupational Education should provide an increased budget and a comprehensive state plan for public relations which includes provisions for providing in-service public relations training for all vocational personnel.

- The State Board for Community Colleges and Occupational Education should employ a professional public relations firm to communicate the mission and role of vocational education to each of the many publics.

- The professional public relations firm should develop and carry out a comprehensive public information program in cooperation with business and industry.

- The comprehensive public information program should ensure that all Colorado residents are aware of the purposes, goals, accomplishments and training opportunities provided by vocational education programs.

- The State Board for Community Colleges and Occupational Education should employ a person with authority and responsibility for public relations decision making.

- The generation and delivery of public information should occur at all levels and should be included in the activities of each advisory committee and council.

- A state vocational education information center should be created and managed by the Colorado State Advisory Council for Vocational Education.

- The state vocational education information center should collect and disseminate information and public relations materials and maintain a statewide information network for vocational education which would include the public relations personnel employed by business and industry.

- Public information activities should present a positive and correct image of vocational education and should utilize all the various media in ensuring that complete information is provided to all publics.

- The publics to which vocational education information should be directed include but are not limited to:
  a. students
  b. parents
  c. school administrators
  d. school board members
  e. civic and organization leaders
  f. other political leaders
  g. state legislature

VOCATIONAL STUDENT RECRUITMENT AND SELECTION

An important purpose of vocational education is to provide Colorado employers, in wage-earning occupations requiring less than a baccalaureate degree, with a dependable well-trained work force. This purpose is necessary in order to make the business and industry represented by these employers successful and profitable and thus contribute to the welfare and economy of the local communities in which they are located, the State of Colorado, and the nation.

The policies which relate to the educational programs pursued by students in the public education system will certainly affect the composition and number of students who elect to pursue vocational education programs and will subsequently impact on the number of qualified and competent workers in Colorado. The statements in this section may be of importance to public school personnel as they revise policies relating to educational programming.

- Comprehensive study should be given to determine whether or not the increasing of high school graduation requirements results in increasing the quality, or merely the quantity, of education.

- Comprehensive study should be given to determining whether or not undesirable effects, such as increasing the dropout rate, may be the result of increasing the high school graduation requirements and consequently increase the need to provide out-of-school youth with vocational education opportunities.

- Increasing high school graduation requirements by requiring more academic units will decrease the opportunity for students to enroll in vocational education and will result in more students graduating from high school without adequate occupational skills to become successfully employed.

- If more academic units are to be required for high school graduation, alternative methods of completing more academic units, such as extended school days and night classes, should be offered so that students may have an equal educational opportunity to enroll in vocational education courses to prepare themselves for successful employment.

- If more academic units are to be required for high school graduation, recognition of academic competencies acquired through pursuing vocational education should be given and applied to a student's transcript so as to prevent duplication of time and effort in meeting the requirements for high school graduation.

- As excellence in education and high school graduation requirements are studied by local school districts, consideration should be given to requirements which would ensure that all high school graduates have acquired the employability skills necessary to become contributing members of society.

- As excellence in education and high school graduation requirements are studied by local school districts, it should be assured that the public schools are providing equal educational opportunities to all students whether or not they desire to pursue a baccalaureate degree.

- Students who have occupational objectives which do not require a baccalaureate degree should be actively recruited and enrolled in the appropriate vocational education programs.

- The public schools should assist students in making intelligent occupational choices and decisions by providing high quality career education and by widely using accepted career interest and aptitude tests.

- Only one kind of high school diploma should be utilized, but it may be necessary to establish different graduation requirements for students with various objectives.

- The curriculum completed and the competencies achieved should be listed on each student's high school diploma.

- Equal opportunities in vocational education should be provided to all students, including the gifted, talented, minorities, handicapped and disadvantaged individuals.

- Increased use of individual educational plans with the necessary resources, including a reduced student-teacher ratio, should be promoted in order to enhance the chances of all individuals to achieve at their highest level.

- The use of assessment examinations to determine students' educational deficiencies and to identify needed assistance should be promoted in program standards.

- Business and industry should be encouraged to assist vocational education programs by communicating their anticipated employment needs and by becoming actively involved in the recruitment of vocational students so that the anticipated employment needs may be met.

EVALUATION OF VOCATIONAL EDUCATION

An evaluation process must be an integral part of the vocational education system in Colorado to assure quality control and continued improvement in vocational teaching. Evaluation procedures must involve students, teachers, administrators, advisory committee and council members and the employers in business and industry. The maintenance of a quality control system for vocational education requires evaluation of program standards, goals, processes and products of the vocational instruction and administration of the vocational program. Evaluation reports should be used in the decision-making process for program improvement.

As evaluation processes and procedures are reviewed for refinement and improvement, the persons and agencies charged with evaluation are encouraged to consider the intent of the statements contained in this section.

- Program evaluation is a major function of the staff of the State Board for Community Colleges and Occupational Education.
- Program evaluation should be accomplished on an annual basis.
- While local program self-evaluation is desirable and should be encouraged, it should not be the only evaluation of local programs utilized by state board staff.
- State board staff members in each vocational service area should put greatly increased emphasis on making annual local program evaluation visits.
- State board staff members should utilize the annual local program evaluation visits to assist educational institutions in improving the quality of instruction in vocational education.
- State board staff members should utilize the annual local program evaluation visits to ensure that vocational education funds are being used to support only the vocational programs which meet established program standards.
- The development and refinement of all evaluation instruments and processes to be used should involve input from:
  a. vocational students
  b. vocational teachers
  c. school administrators
  d. advisory committee members
  e. appropriate state board staff members

- Each program evaluation report should include a sign-off by the appropriate advisory committee member and the school administrator attesting to their participation in the evaluation and to their knowledge of the outcomes of the evaluation.

- Vocational education personnel should be involved in designing the criteria and processes which will be used in all evaluations of vocational programs such as those conducted by:
  a. North Central Association
  b. parent committees
  c. advisory committees
  d. accountability committees

- Vocational education personnel should be represented on all teams performing evaluations which involve vocational education programs.

- In evaluating how well a vocational program is meeting student needs, competency checklists should be utilized.

- In evaluating how well a vocational program is meeting community needs, community studies by employment agencies and others should be utilized.

- Program standards, student retention rates and student placement rates should be used to ascertain program quality along with other evaluative criteria and quality indicators determined by the persons affected by the evaluation.

- An essential step in any evaluation process conducted by the state board staff is the timely and complete communication of the outcome to all parties concerned.

- In each and every evaluation conducted by the state board staff, positive follow-up should occur if deficiencies are to be corrected and strengths are to continue.

- The Colorado Vocational Association, as part of its professional improvement program, should constitute an appropriate and representative evaluation team which will conduct an annual evaluation of the state board staff and its activities.

- The Colorado Vocational Association, as part of its professional improvement program, should constitute an appropriate and representative evaluation team which conduct an annual evaluation of the teacher education institution and its activities.

- The Colorado Vocational Association should communicate the outcomes of the evaluations of the state board staff and the teacher education institution to the appropriate governing boards and follow-up on the recommendations made and report results to its membership at its annual meeting.

VOCATIONAL TEACHER PREPARATION

An effective comprehensive vocational education program in Colorado can only be implemented and made operationally functional with a qualified staff of teachers, supervisors and administrators. These vocational educators must know and use occupational subject area content, management methods and techniques and interpersonal relations if they are to deliver excellence in vocational education programs.

The statements in this section may provide direction to those who strive for excellence in vocational teacher preparation and upgrading and to those who are responsible for determining the policies which shall control the licensing of vocational personnel.

- The State Board for Community Colleges and Occupational Education should support and coordinate the pre-service education, in-service education, graduate degree programs and research conducted in a selected and approved Colorado institution of higher education.

- The selected vocational teacher preparation institution should make wide use of master teachers in the field in all teacher education activities.

- The selected vocational teacher preparation institution should utilize business and industry to assist in providing the technical competencies needed by vocational teachers.

- The issuing of vocational credentials, which should be required for all vocational personnel, is the responsibility of the State Board for Community Colleges and Occupational Education and should be based on standards and competency testing which are constantly updated with input from all parties concerned and affected.

- The issuing of teaching certificates, which should be required for all secondary vocational personnel, is the responsibility of the State Board of Education and should be based on standards and competency testing which are constantly updated with input from all parties concerned and affected.

- Occupational experience, the extent of which will be determined by each vocational service area, should be a requirement for obtaining a vocational credential.

- All vocational teachers, vocational counselors and vocational administrators should be required to possess a vocational credential.

- The establishment of provisions for the periodic renewal of vocational credentials is the responsibility of the State Board for Community Colleges and Occupational Education and should be based on standards which include, but are not limited to, requirements for formal course work and occupational experience.

ARTICULATION AND STUDENT TRANSFER

Articulation, or cooperation, for the benefit of the students, is needed within and between educational institutions of the same level as well as between educational institutions of different levels. There is also general agreement that the transfer of students between and among educational institutions must be facilitated. Because vocational education has always been and continues to be dedicated to efficiently preparing students for success in the work force, articulation and ease of student transfer must be accomplished.

The issues of vocational program articulation and student transfer will continue to demand attention of educational institutions. Policy makers in these institutions may wish to consider the statements in this section to arrive at policies which will make the process of articulation and student transfer easier and less frustrating to all concerned.

- Articulation between vocational programs at the same level, as well as between educational levels, must be accomplished if vocational education is to be efficient.

- Articulation between vocational programs and academic classes in the same educational institution must be accomplished if the total educational program is to be efficient.

- Vocational student transfer among educational institutions of the same level, as well as educational institutions of different levels, will be facilitated by:
  a. the use of competency-based instruction
  b. the certification of competencies acquired by each student in each program
  c. program flexibility
  d. individual educational plans for all students
  e. the use of fast-track educational systems based on competencies possessed and competencies needed for successful employment

- Vocational student transfer among educational institutions of the same level as well as educational institutions of different levels should be facilitated by utilizing a statewide core curriculum for teaching competencies common to all areas such as applying for a job, grooming and appearance, citizenship, leadership and safety.

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